CHILD STUDY

Appearance and Development of Emotions

By JOSEPH JASTROW

Contrariness: Negativism

Minutes of a Child Study Group

Published by

Child Study Association of America

formerly Federation for Child Study

April 1927

CONTENTS, APRIL, 1927

	PAGE
Appearance and Development of Emotions.... *By Joseph Jastrow*	3
Child Study Activities	7
Stages of Emotional Growth..... *Editorial*	8
Causes and Management of Contrariness: Negativism	9
Locating the Cause of the Difficulty..... *By Frank E. Karelsen, Jr.*	11
Book Reviews	12

Child Study Association of America, Inc.

509 West 121st Street, New York City

OFFICERS

MRS. HOWARD S. GANS.....*President*
MRS. FRED M. STEIN
MRS. DAPHNE DRAKE
MR. FRANK E. KARELSEN, JR.
MRS. BENEDICT ERSTEIN
.....*Vice-Presidents*
MRS. A. P. EHRICH.....*Secretary*
JAMES G. BLAINE, JR.....*Treasurer*
MRS. JAMES FRANK.....*Asst. Treasurer*
MRS. SIDONIE M. GRUENBERG.....*Director*

DIRECTORS

Mrs. Eliot Cross
Mrs. Daphne Drake
Mr. Jesse W. Ehrich
Mrs. James Frank
Mrs. Howard S. Gans
Dr. Bernard Glueck
Mrs. Sidonie M. Gruenberg
Mr. Frank E. Karelsen, Jr.
Dr. William H. Kilpatrick
Mrs. Marion M. Miller
Mrs. B. B. Munford
Dr. George W. Parker
Mrs. Cécile Pilpel
Mrs. Miriam Sutro Price
Mrs. Leopold Rossbach
Mrs. S. W. Straus
Mrs. Fred M. Stein
Mrs. Lewis Thompson
Dr. Robert J. Leonard

ADVISORY BOARD

Baltimore, Md.
Trigant Burrow, M.D.

Boston, Mass.
Prof. Felix Frankfurter

Fitchburg, Mass.
Prof. E. A. Kirkpatrick

Madison, Wis.
Prof. M. V. O'Shea

New York, N. Y.
Dr. Felix Adler
Prof. John Dewey
Prof. Stephen P. Duggan
Dr. John Lovejoy Elliott
Miss Laura B. Garrett
Prof. F. H. Giddings
Dr. I. E. Goldwasser
Sydney V. Haas, M.D.
Prof. Patty Smith Hill
Charles G. Kerley, M.D.
Mrs. Henry Moskowitz
Prof. H. A. Overstreet
Dr. Thomas W. Salmon
Mrs. Anna G. Spencer
Prof. E. L. Thorndike
Ira S. Wile, M.D.
Prof. Helen T. Woolley

Philadelphia, Pa.
Prof. Earl Barnes

St. Louis, Mo.
Mr. Percival Chubb

Edinburgh, Scotland
Margaret Drummond

Lausanne, Switzerland
Dr. Jean Wagner

London, England
Dr. C. W. Kimmins

CAMP BOB-WHITE

Established 1915

Ashland, Mass.

for boys from 5 to 15

Junior and Senior divisions

Principles of progressive education applied to camp life. Environment filled with varied interests, freedom to exercise initiative and judgment under trained leadership. Horseback and mountain trips, swimming, tennis. Special attention given to mental and physical hygiene. Booklet.

Mrs. S. B. Hayes
Box B, Ashland, Mass.

Mr. R. C. Hill
The Walden School, 32 West 68th Street, New York City

French Out Door Group

Daily from 2 to 5 o'clock

For boys and girls

4 to 12 years

Upon request a Morning Group is formed from 9:30 to 12:00

For boys and girls

under school age

For particulars apply

LILLY GRIMM

Tel. Riverside 1039 Apt. 5E — 75 West 92nd Street — Eighth Season New York

CAMP MIRAMICHI

In the Adirondacks

Merrill-on-Chateaugay Lake, New York

ESTABLISHED 1915

Water Sports	Archery
Hiking and Climbing	Handicrafts
Camp Cookery	Nature Lore

CAMPING TRIPS

All activities under the supervision of a carefully selected corps of councillors. Girls gain in physical fitness and breadth of outlook.

ELEANOR AND AGATHE DEMING
Directors

924 West End Avenue — Academy 4688

MEMBERS OF CAMP DIRECTORS ASSOCIATION and CHILD STUDY ASSOCIATION

Circular upon Request
Interview by Appointment

CHILD STUDY

Published by

Child Study Association of America

$1.00 *per year* 509 West 121st St., New York, N. Y. *Monthly October to May*

Entered as second class matter March 8th, 1926, at the Post Office at New York, N. Y., under the Act of March 3rd, 1879

Vol. 4 APRIL, 1927 No. 7

Appearance and Development of Emotions*

By Joseph Jastrow

THE affective life has its source in the organic background. In order to give a survey of this field, before taking up certain phases of it which may be presumed to be of special interest to parents, we must consider first the energy cycle: activity—the tendency to do things—which induces fatigue; fatigue induces sleep; sleep restores, and we are ready for more activity. That is the cycle of life, the vital cycle; it may be recognized in its simplest term as energy. Behavior is direction of energy; the state of the organism leads to its presence and discharge. What we are dominantly interested in is the nature of the activity.

The infant shows the picture at its simplest. For the infant the activity cycle is very small, as it sleeps twenty hours of the twenty-four. Occasionally it has spurts of energy; it is tremendously susceptible to fatigue, which induces nature's restoration. All we ask of a good infant, therefore, is that it be a good sleeper. That remains the vital thing throughout life; the one thing that we cannot do without is sleep.

The next cycle is naturally the food cycle. The stimulations from digestive disturbances are of a character to interfere with the adjustment process. The earliest stage of an affect, then, is an organic affect. This either disturbs the adjustment and sends it to the minus side where it eventually becomes what we call pain, or sends it up to the plus state, or the favorable side of adjustment, where it becomes what we call pleasure. It is true throughout the affective field that the minus or negative phases are much more marked and insistent than the plus phases, and more dangerous. We all know pains, and pains command attention, while pleasures rarely rise to the stage of thrill and ecstasy. But there is a little plus factor in any state of constant adjustment up or down. Consequently fatigue will throw adjustment down to the minus side, and the tired child, as the tired adult, is subject to emotional upset. Similarly, hunger will produce a minus or a pain state. At the outset, perhaps, it is not differentiated, but is a form of general misery; soon, however, it can be distinguished through that other phase of our emotions, the expressions.

Thus the affective state is conditioned by fatigue and by food. Both of these take us back at once to the fact that the original affect and even the higher ones are associated with definite needs. Need is the clue word to the organic affect. When rested we need to get rid of energy; fatigue indicates the need of rest, or the need of food. A similar vital need is that of getting rid of waste-products of the body.

Organic Factors in the Affective Life

There is, then, not a single function of the organic background which is not represented in the affective life. There is respiration, there is circulation, there is digestion. There is the glandular system, the mechanism of which, as Dr. Cannon[1] has shown, is largely through the autonomic nervous system. Let us consider these functions:

First, respiration: We recognize how the breath is involved in the affective life. When we are afraid, we cannot control our breath. Consider how stage fright affects our breathing!

Think of circulation: The remarkable thing about circulation is that, when the tension is relaxed in the finer capillaries, they are suffused

* From an Address at the Institute on Parental Education, New York City, January 24, 1927.

[1] Cannon, Walter B. "Bodily Changes in Pain, Hunger, Fear and Rage."

with blood and we have blushing. Here we have a special psychic mechanism. A child grows red in the face, but a child does not *blush* until the sense of shame is developed. However delicate it is, it is an affective reflex.

Then digestion: We know that any condition of nervous agitation interferes with the digestive processes. Dr. Cannon has shown why that is so. It is due to the opposition of the terminal sections of the autonomic system. It is there, then, when we are really tired. There is an emotional upset. We have nervous dyspepsia as a result of eating under strained conditions, and if we are really tired we had better not eat. Going back to the child, we often cannot tell whether he is tired or hungry. Does he need food or rest, or both?

Sensory Stimulation

Thus far we have discussed only the group of organic factors. The second large constituency of our very complex affective life comes from the bombardment of the senses. Some stimulations are equally organic and sensory. The organic side of a sensory stimulation may very well be indicated in terms of comfort. A good example of this is the temperature-sense. There are temperature-organs in the skin which tell us the difference between hot and cold, and which are more or less protective. But temperature is largely a regulatory sense. Because we are warm-blooded animals we must maintain our temperature. The first sign of disturbance is read in the clinical thermometer. When it goes above or below normal, we know the delicate machinery is interfered with. Temperature is a comfort sense and comfort is an organic factor. This sense, then, is fundamental. It regulates our needs.

Then we come to the senses of taste and smell. These contribute enormously to the affective life. The sense of taste is the beginning of the whole discipline in choice and preference, so that the food range is a means of education. Nature provides two methods of food regulation: one is called hunger, the other is called appetite. Appetite is far more psychic and selective.

Smell is the much larger sense. We are not smell-minded animals, but smell is nevertheless an important factor and doubtless regulates many types of contacts.

We pass from this to the second phase. The whole intellectual as well as the affectual life of the child is determined by the stimulations which come from the senses. Some are comfort stimulations, but those in which we have the greatest interest are stimulating either to the intellect—the inquiring mind—or to that finer discrimination from which we get the ultimate pleasure. Take the pleasures of the eye—color, for instance. Color is physiological, and if we have not the retina that sees color we cannot have a world of color open to us.

Then the ear: The original service of this organ is information and protection. But we do not have one set of organs for protection and information and another for gratification. We go to the concert because our ear enjoys the combinations of melodies. It is that same ear, however, that saves us from being run over by an automobile. In this case our hearing is our protective sense. If we see a person in danger we shout to him. Thus the hearing that is a protective sense becomes an informational sense and an aesthetic one.

When we speak of the *sensory* contribution to the affective life we must also associate with it the *motor*. One of the things that contributes most to our affective life is the escape of energy through the muscles in the pleasure of movement. We have pleasure in doing things. A child plays. Play is sustained by emotion. We see the objective interest in movement all the way through the child's life, from the first experience up to moving pictures, which are interesting because they express play, dramatic action. Then we have the kinaesthetic factor. The child gets pleasure from seizing things. The earliest kinaesthetic sense, however, is not in the hand but in the mouth. Pictures have been shown of the stages the child goes through when we swing a watch before him. He shows no tendency at the beginning of the series to reach for the watch. When he first sees it his eyes follow it, next he puts his finger in his mouth, and gradually the watch follows.

The center of affective life is occupied by the emotions themselves. There are, for ordinary purposes, three great trunk lines of emotions. The organism has to react, and the first choice in reaction is drawing toward a thing or withdrawing which is fear. In approaching, if the emotion is hostile, there is anger; if friendly, there is love, sympathy.

Fear

Of the whole group of emotions fear is perhaps the most interesting. Fear is withdrawal. It is the avoidance reaction. The mechanism of avoidance may be sensory or emotional and we often

fail to differentiate. In our terms of avoidance we lose sight of the original affects because we have forgotten them. They have been swallowed up in our later stages of development. In the first years of life the child shows true emotions far beyond the field of mere sensory and organic affects. The things that we call unpleasant are the things that we avoid. If, for example, we let a caterpillar walk up and down on our bared arm, we say that we are afraid of it. We are not really afraid—we simply dislike the sensation or the looks of it. That is an organic avoidance. Again we avoid things that have a bad odor. That is avoidance but not fear. Fear is something higher.

A child is perfectly comfortable in the arms of its mother. When a stranger comes and holds it, the child feels the strangeness of the support and wants to go back to its mother. We say, then, that the child is afraid of a stranger. It is not afraid—it simply feels the organic difference in the mode of support. Dr. Watson found that one of the original causes of disturbance is the removal of the sense of support.

It is impossible to describe any emotion without indicating that emotions are all more or less complex. That is my criticism of the whole physiological response psychology. Behaviorists are perfectly satisfied with reading the preface to a book and then saying that there is nothing in the book that is not in the preface. That is true of some books but it is not true of the book of life. Life is not so simplified. A stimulus and response may be compared to a bell and a button. We push the button, and that is the stimulus—the bell rings and that is the response. But the behaviorists have left out the most important factor in the whole matter. We can push the button all day long and we will never get a response unless there is a battery; that is the human organism of which we are speaking. We recognize that an emotion is never a thing that exists by itself. We do not act with our intellect at one time and our emotions the next time and our wills the third time. We are affectively stimulated, we are emotionally stimulated, but we are never stimulated by one emotion only.

The real question is which emotions shall be released. In some situations fear is present, but curiosity overcomes fear. The pleasure of fondling a dog will overcome the fear of it. The same thing is true with regard to matches. There is a certain stage where a child likes a match, but is afraid of it; he wants us to strike it. The problem is always which emotion is dominant.

Controlling Anger

Next to fear comes anger, which is the perfect type of emotional upset. Anger is important for the reason that it is the emotion which is so characteristic of early childhood. No child has to be taught to be angry. The young infant is an expert in it. He shuts his eyes and holds his breath until he gets red in the face while the parent stands by and wonders what to do. Our adult feeble attempts to stamp our feet and say things are quite amateur compared to the original expert anger expression of the infant. Anger is the most troublesome emotion. What we mean by discipline, what we mean by emotional control, is nine-tenths anger control. The real problem, then, is to control the child's anger.

The first expression of maladjustment is hard to differentiate. It is difficult to tell whether the infant's cry is the cry of misery or of anger. But when the resentment tone comes, there are unmistakable signs that the infant is not in an agreeable frame of mind. In this state the least thing upsets it and produces real anger. Soon, however, it comes to be angry at things which are definitely emotional, not merely resistant. As the loss of the sense of support induces fear, tightly holding the infant induces anger. There we have the primitive expression. The infant must have freedom—release from these tensions. Later anger comes to be expressed in terms of the total outlet of energy. I use the term "irritation" for that stage because an irritation is not a real, full-fledged anger.

Among the most common irritations is the dress irritation. If we had only not learned how to dress! The human frame is not suited to that kind of activity. A boy of eight recently told me that dressing is heart-breaking. "But," he added a moment later, "unless you do dress you are likely to be late for school." Thus the fact of consequences enters early. Whatever interferes with activity is an annoyance and we have to overcome it with emotion. Vanity, for instance, helps to overcome the tedium of dressing.

At this point we pass beyond the emotions and take up the next group. Many of our reactions are not emotions, they are sentiments. Why is it that our life is sentimental instead of emotional?

Notice that many of the fears we have mentioned are not true fears. We fear only things which are present. The things we are afraid of.

we dread, and dread is followed by worry and care. Through our imagination and our reflections we have intellectualized our emotions. There are very few children who escape night terrors. How easily terrified their imagination is!

Again I owe my vocabulary to a boy of eight, who said: "Jane, the colored cook, believes that if the spirit calls you, you die! Someone must have crooned that into her when she was young." I suppose most of our beliefs have been "crooned" into us. "Crooning" a thing means setting it in an emotional atmosphere. Things set in emotional atmosphere stick, and that is what Freud means by the tendency to early upset. Early impressions are lasting, and because they are gained at a time when there is tremendous emotional effervescence they are a tremendous factor. What the behaviorists describe as "conditioning," Freud describes as the onset of a complex. A patient with hysterical symptoms was frightened in early childhood and never fully recovered from that fright. There is conditioning all along the line, but our behavior rises above conditions. We could not lead safe and sane lives unless we overcame early emotional upsets.

We may illustrate with a common occurrence: A child is afraid of a doctor with a spoon because the doctor has used a spoon in looking at his throat. Suppose the child went on forever afraid of the spoon! The child forgets. The next minute he takes the spoon and eats jelly with it, and forgets about the doctor. We are not subject to such rigid or accentuated conditioning. If we have music with our meals, will we then become hungry every time we hear music, or will we come to care only for the music and not for the meal? Such conditioning is misinterpreted in behaviorist psychology. It is true, but limited. The matter is complex, because we are influenced by the organic and other factors.

I have indicated that sentiment arises from intellectualizing. Our vocabulary is a sentimental vocabulary. We have carried the pain-pleasure field to the sentimental level, and have thrown into the fear category things that are unpleasant and painful or that we prefer not to have happen. When we say that we are afraid it is going to rain, we are using a sentimental vocabulary to describe a thing that we do not want to happen. Our vocabulary is loose and uncritical.

Again, we are all eager for the pleasure sentiment—the pleasure of working our minds, the pleasure of something that is interesting, the pleasure of something that is amusing, something that has a grip, something that overcomes ennui.

What is the nature of our sentiments? We cannot examine all of the derivatives of sentiment, but note their original source. A sentiment cannot be described unless we begin with self-reference. The value of a sentiment is that it sends the affective barometer up or down. Favorable types of self-reference which increase the feeling of self-pleasure we indicate by the word "pride" and unfavorable ones by the word "shame." Thus we see that the machinery which society has evolved for the regulation of emotions is purely a sentimental machinery—we like to do certain things of which we are proud, and we do not like to do things of which we are ashamed.

Social Pressure

The final point which I wish to discuss is suggested by the word "social." We cannot get a reaction to the sentimental life by ourselves, and it is therefore social pressure that determines the sentimental life. The self-approval that we get either by a reflection of what we have done in our lives or by a reflection in the mirror, is a limited self-approval, and we have to invent social opportunity for display. Our prides and our shames are socially regulated in a wide variety of ways—by the institution of honors, for instance, and the custom of fashions and dress. The courage to be unconventional is felt by many persons to be much greater than the courage to go to war. The thing that we dare not face is social disapproval.

We must recognize, then, that the complications of human direction are due to emotional complexity. The psychologist's business is merely to supply the background and the principles. Another group must come in with the technique to put the principles into practice, and the first business of the practitioner is to have due respect for the course of nature.

At the sensory-organic stage of the simpler emotions we may use the method of habit. Habit is enormously important. At the emotional stage we have the method of reason. Reason can be used only to the degree in which maturity has been attained. In nature's book there is no such thing as a naughty child; the child either doesn't know better, or cannot help doing what he does.

To bring about this recognition of the enormous significance of the affective life and its complexity is the real problem of education.

Child Study Activities

Individual Adjustments the Basis of Family Life

DR. Bernard Glueck, consulting psychiatrist and lecturer at the New School for Social Research, New York City, addressed the members of the Child Study Association of America on the evening of March 23rd.

Speaking on "Sources of Friction within the Family," he took as his thesis that the determining element in family maladjustment is always the personal characteristics of those concerned, these being conditioned by certain environmental situations in early childhood in which the parent-child relationship is involved. Several typical examples were cited in illustration. "The Oedipus complex," said Dr. Glueck, "constitutes the prototype of all subsequent love situations and is itself determined by the self-preservative and race-preservative instincts." We carry through life a psychological image of our parents to which we, as adults, must adjust. Dr. Glueck explained the normal development of the parent-child relationship and pointed out the dangers of fixation and reversal. These constitute the few real sources of family and marital maladjustment.

The most dependable assurance against maladjustment is a healthy, mature, adult sexual adjustment. Education is tending toward a modified, practical self-analysis which would serve as a healthy starting-point for normal relationships.

Sex Education in the Public Schools

"SO few homes give instruction in sex education," said Willard W. Beatty, Superintendent of Bronxville Public Schools, in a conference at Child Study headquarters on Wednesday afternoon, March 16th, "that it remains for the public school to instruct scientifically, practically and idealistically."

Mr. Beatty outlined his own experience in this field during eleven years of work in public and private schools throughout the country. He has taught sex education from the third grade on through the high school and feels that the course belongs in the fourth grade or possibly the fifth. Teaching in mixed classes, he found, showed no disadvantages and some advantages.

He believes that sex education should be given as part of a course in biology since sex is only one manifestation of life. The most harmful thing we can do is to set sex off by itself. Including it in a general course gives the subject no more than its proportionate emphasis. Beginning with the cell, which is the simplest form of life, Dr. Beatty proceeds in his teaching to the more complex forms until he arrives at a consideration of the human species. Here he begins with a study of pregnancy and birth, leading up to fertilization. Questions in class are encouraged and frankly and honestly answered. Students are urged also to discuss classroom problems with their parents. Children must be taught that the sex relationship is the climax of love and affection and that marriage and parenthood can be postponed and are worth waiting for.

CHILDREN'S HOUR on the RADIO

Broadcast by the National Broadcasting Company from Station WEAF

Demonstration Programs

Given under the auspices of the
CHILD STUDY ASSOCIATION OF AMERICA

On three successive Tuesdays, at 6.45 p. m., children's stories will be broadcast by speakers widely known as tellers of tales for children.

April

5 **Wallace Green Arnold**
A dramatic story of the sea

12 **Fay Welch**
An Indian folk tale

19 **John Lovejoy Elliott**
Subject to be announced.

On eight Mondays in May, June and July, at 11 a. m., a series of talks "Concerning Parents" will be broadcast by leaders in the Child Study Association of America. Subjects will include: "Children and Money," "Bridging the Gap between the Older and Younger Generation," "Freedom and Discipline," "Books and Reading."

Study Group Luncheon

ON Wednesday, April 6th, at one o'clock, there will be a Get-Together Luncheon for members of Chapters and Affiliated Study Groups of the Child Study Association of America, at the Hotel Astor, New York City. This will afford an opportunity for members of many different groups to meet each other as well as the directors and staff of the Association. Groups in and around New York City will be represented.

CHILD STUDY

published by

Child Study Association of America

formerly Federation for Child Study

Headquarters 54 W. 74th St. — *Extension Office* 509 W. 121st St.

New York City

EDITORS

Florence Boochever, Virginia MacMakin Collier, Daphne Drake, Josette Frank, Marion M. Miller, Mary Paddon, Cécile Pilpel, Jane H. Posner, Sidonie Matsner Gruenberg

Cora Flusser, *Business Manager*

Stages of Emotional Growth

MATURITY is a composite of different elements—physical, intellectual and emotional. All three are essential components of well balanced adulthood, and are attained in varying degrees as the individual lives and develops. Barring accidents and devastating illnesses, people ordinarily reach the physical and intellectual maturity which is provided in their native constitutions. Whether they reach emotional integration, however, is dependent upon the training they receive, and upon their reactions to that training and to their opportunities for progressive development.

To be emotionally adjusted means that at every stage of growth, the individual will approximate the established normal attitude for that age level. Scientific investigation has indicated for us, by experimentation and observation, what types of emotional response are normal at different ages. We know, for example, that to expect selfless altruism of a two-year old in his behavior toward others is to demand a reaction which is in no way commensurate with the intellectual and emotional development of that period. On the other hand, the grown-up who rules the family through moods and sulking is still, in respect to emotional maturity, a small child.

To attain normal progress at each successive stage of development is not easy. That child is fortunate who receives help at each step along the way. For this to be possible, he must be guided by parents who are themselves more mature than he is. There are parents who meet stubbornness and negativism with even firmer obstinacy, who match selfishness and inconsideration on the child's part with even greater selfishness. Children in such situations will find it a difficult task indeed to develop satisfactory adult attitudes.

Another important aspect of emotional integration is the achieving of sexual maturity which makes possible the normal adjustment to the opposite sex. The final stage in the development of the love-life is reached only by a gradual progress through rather well-defined phases. In the earliest stage the mother is the only adequate and really satisfying love object; later, it is the father, companions and teachers who successively absorb the child's affections, until, finally, a drawing toward the opposite sex transcends all other emotions and culminates in marriage.

The guidance of the child includes his protection against the attachment of inadequate or of inappropriate feelings to various objects, persons, situations, or symbols, and the provision of opportunity and stimulation for a progressive expansion of interest and appreciation. It includes also a continuous re-education as to values, a continuous transcending of earlier attachments.

To Discuss New Education

"The Spirit and Practice of the New Education" is the subject of the Cleveland meeting of the Progressive Education Association which will be held on April 28th, 29th and 30th, with headquarters at the Hotel Statler. The principal topics of the conference will be: "The Spirit of the New Education"; "Parents and the New School"; "The New Education in Practice." At the final session workers in the field will give brief informal talks on parent education, the nursery school, creative English, experiments in secondary education, the lure of the classroom and training teachers for new schools.

Two Annual Meetings in May

The American Child Health Association will hold its annual meeting this year in Washington, D. C., on May 9th, 10th and 11th, with headquarters at the Hotel Willard. During the week of May 23rd the Annual Convention of the National Congress of Parents and Teachers will take place in Oakland, California.

This Month's Contributor

Joseph Jastrow, Ph.D., is Professor of Psychology at the University of Wisconsin.

Causes and Management of Contrariness: Negativism

Based on the Minutes of a Child Study Group

Sources:

Woolley, Helen T.—"Overcoming Contrariness and Fears in Children." Hygeia, March, 1924. pp. 164-169.
Cameron, Hector C.—"The Nervous Child." Oxford University Press, 1919. pp. 3, 13, 59-61.
Smith, Theodate L.—"Obstinacy and Obedience." Pedagogical Seminary, 12:27-54, March, 1905.
Bridges, K. M. Banham.—"Some Observations on Contrariness—Negativism." Mental Hygiene, 9:521-528, July, 1925.

A negativistic attitude carried through life is so hampering to the individual's happy adjustment, that it is of the utmost importance to learn to recognize and to handle intelligently its early manifestations.

At the age of three or four years, according to Dr. Helen T. Woolley, contrariness is a natural stage of development. At that age children begin to realize that they have personalities of their own, and their self-assertion is an attempt to try out their powers and limitations. While this manifestation is normal in small children, there is danger that a wrong handling of it may aggravate it and cause it to become a fixed habit. Constant interference and attempts to direct the child in every detail often result in arguments over everything that has to be done. The child rebels at the excessive demands and soon discovers that he can successfully refuse to do many of the things that are demanded of him. He comes to enjoy the upset and concern which his refusal causes, and develops an attitude of looking for opportunities to refuse. Again, contrariness may be set up by the child as a defense against demands for a kind of behavior which is really beyond his present powers.

The author points out that contrariness is doubtless a development of primitive anger. According to the behaviorist psychology, the stimulus which calls out anger in the infant is restriction of motion. Out of this original resentment of interference with activity doubtless arises the more complex type of resentment which, in early childhood, manifests itself as contrariness.

Rebelling at Over-Direction

Dr. H. C. Cameron finds that negativism is apt to appear in children who are directed and urged too much. When the child finds that his contrariness causes great concern to mother or nurse, his resistance to authority gives him a pleasant sense of his own power. Refusal of food, sleeplessness, and even constipation are often brought about by the mother's own emotional state—her lack of confidence, her apprehensive urging and solicitude. Frequently, too, these manifestations are symptoms of nervous unrest which reflect an unrestful atmosphere in the home. Or they may be merely the child's expressions of revolt against the monotony of daily routine, and, in this case, the situation could be helped by a change of surroundings or personal contacts. To combat negativism, this author says, "there must be both a tightening and a relaxation of discipline. Appeals, arguments, expostulations, threats, must be done away with. . . . Parents and nurses must pass more into the background and allow the child free play. Let the child off the leash and it will cease to strain and chafe and oppose."

Hidden Causes of Negativism

Dr. Theodate Smith discusses the psychological aspects of obstinacy, and analyzes some of its causes. Some cases of obstinacy, she declares, have their origin in strong instinctive desires which the child neither understands nor knows how to inhibit, as, for example, the impulse toward certain kinds of activity, or strong attractions and repulsions concerning various objects. A feeling of injustice and resentment, of being thwarted or misunderstood, may be at the root of the child's feeling of opposition to his environment. There are times when obstinacy is merely an assertion of the right to freedom of action, which is normal to every child. Often, too, a young child has some perfectly legitimate reason for persistent refusal to do a thing that is demanded of him, and lacks the power of expression to reveal it to those in authority. Contrariness may be either temporary or chronic. Sometimes it is due to physical causes, such as malnutrition, eye strain, anaemia, overfatigue.

Dr. K. M. B. Bridges describes contrariness as a symptom of negative or contra-suggestibility. This latter may be analyzed as a defense reaction against the influence of authority and coercion. It is normal in young children during their transition from helpless infancy to assertive childhood (two to three years). When the negative attitude per-

sists, however, and becomes habitual, it is determined by the undue dominance of the impulse of self-assertion over that of submission.

A Defense against Suggestibility

Negativism may also be a defense against an innate hyper-suggestibility; that is, a person who is originally highly suggestible may develop negativism as a crude way of asserting his independence and defending himself against social influences in the environment. Again, contra-suggestibility may have a combination of causes: it may be a defense both against authority and against innate hyper-suggestibility, and may be further complicated by other defense reactions and associated emotional experience. For example, an attitude of opposition may be developed to disparage some superiority which one cannot achieve. This is an expression of the inferiority complex.

In dealing with contrary and stubborn children, the author warns against two methods most frequently attempted by adults: Parents sometimes try to "put across" their wishes by suggesting the opposite of what they want done. This does not assist the child to intelligent control of his behavior, but rather strengthens and habitualizes his negativistic tendency. Still more dangerous and futile is the attempt to force the child's submission, or "break his will." This is likely to increase his resistance to unpleasant authority and, furthermore, it is a challenge to the child to fight. This treatment, too, involves still more serious dangers; for if the child wins in this conflict of wills his respect for authority will be weakened and his satisfaction with his own obstinacy strengthened; while if he loses the battle he may lose also his self-confidence and the will to achieve anything at all, and his revolt against all authority may turn into a secret grudge, expressing itself in cunning and underhand ways.

Discussion:

In connection with personal experiences with negativistic children several interesting points were brought out.

One member presented for discussion the case of a child of four who constantly changes her decisions. If, for instance, the mother suggests a walk, she consents to go, but when her hat and coat are brought she decides not to go. If her mother then declares that, after all, it is better for her to stay at home, the child insists upon having her hat and coat on and going out. The mother wanted suggestions from other members for handling this situation.

The group discussed several points which might be involved here. Was the child absorbed in some activity with which the walk would interfere? On a routine matter of this kind ought the child be asked to decide for herself? If she refused to go, was it wise either to force her, or else to abandon the plan entirely? The mother must adopt a consistent and unemotional attitude with regard to routine matters.

If her reaction to other situations was uniformly negativistic, the mother should examine the whole matter carefully. Perhaps some other person—parent or nurse, brother or sister—is dominating every situation as the center of attention, so that the child is forced to an attitude of rebellion in order to attract her share of attention. Perhaps the child has a feeling of inadequacy to cope with situations that are presented—a sense of being balked in her own feeble attempts at self-expression. In such case the parent would do well to create opportunities for her to "put herself over." She may be helped to feel her own importance in the family situation. A judicious consultation of her opinions and preferences, on questions which do not concern necessary routine or important decisions, will often help to establish her faith in herself and in her importance in the family situation.

Another case of a boy of ten years whose disagreeable negativism was a disturbing element in the home, brought out the significant fact that a younger brother who is very bright and attractive is obviously the favorite of the family as well as of strangers. The older boy thus resorts to his disagreeable manner and obstructionist tactics in order to attract attention to himself.

It was felt that in handling negativistic children generally, parents may often avoid inviting the child's refusal by making only reasonable demands and making as few as possible. Should the child be in a state of contrariness for a day or even for a longer period, it may be wise during that time to disregard as many as possible of his negative reactions, and to concentrate on one or two instances which can be carried to a satisfactory conclusion. Repeatedly reproving a child for contrariness emphasizes his tendency and keeps it actively in his thoughts.

Locating the Cause of the Difficulty

By Frank E. Karelsen, Jr.

THE father of a three-year-old child recently had a most illuminating experience in handling the eating problem of his young daughter, Ann. After experimenting with various ways of determining the cause of her resistance to eating, he discovered that her refusal to take breakfast was not naughtiness nor inherent peculiarity, but a simple psychological situation which became apparent upon patient investigation.

Ann was in good health and emotionally well adjusted. She was in the habit of eating her meals regularly without any fuss or special inducements. Rather suddenly, however, she developed an unwillingness to eat her breakfast unless she was fed or talked to and cajoled into doing so. If left alone in the high chair she would cry and ask the nurse to sit with her and feed her. Although repeatedly and carefully questioned as to why she would not eat breakfast, Ann would not or could not give the reason. Ordinarily a good-natured and amiable child, her sudden resistance was quite out of keeping with her usual conduct.

Allowing her to go without her breakfast when she rebelled against it resulted merely in her eating less, which was, of course, undesirable. A careful study of the situation was then undertaken. This disclosed the fact that shortly before Ann developed her antagonism, she had been taken out of her high chair at lunch and supper but the high chair had still been retained at breakfast. As Ann had never complained about the high chair at any time, the correlation between that change and the antagonism had not at once been perceived.

Chatting with Ann at breakfast next morning, the father asked her if she would like to sit in one of the big chairs as she did at lunch and supper. The child showed immediate eagerness and delight and burst into complaint against the high chair and its implications of babyhood. Thereafter she sat in the big chair, and there was no more resistance to eating breakfast.

The particularly interesting point is that Ann had never mentioned her distaste for the high chair, but seemed nevertheless to have connected it with the experiences of her early babyhood—of being fed and handled like a baby. She had been very eager to appear grown up like her older sister; the high chair was therefore entirely incongruous with her feeling about herself.

(*Continued on page* 14)

Camp Lincoln
***for* Boys**

E. J. SMUTNY
Director

A Nearby Camp
Limited to 50 Selected Boys

Private Lake
65 Miles from N. Y. City
1000 Ft. Elevation in Mountains
Limited to Boys 6 to 13 years old

Lincoln Club
Est. 1912

1974 Bway.
Trafalgar 7740

CAMP SCHOHARIE FOR GIRLS

Windham Road, Hunter Post Office
Greene Co., New York

A camp of the aesthetic, where music, crafts, dancing and dramatics find their highest expression through the beauties of nature, and where Greek ideals of bodily perfection furnish the background for all land and water sports. Attractive bungalows, sanitary equipment, skilled personnel, individual care, physician and trained nurse in attendance. For Booklet and information apply to

NATHAN DOLINSKY, *Director*
9 East 12th Street, New York City.

Stuyvesant 3909

CAMP KEWANNA

Fifth Season WOODSTOCK, N. Y. For Boys
In the
8 miles from Woodstock Art Colony — Catskill Mountains — 110 miles from New York City

Complete equipment for all land and water sports
Beautiful log cabins with colonial fireplaces
Limited to 80 boys Personal supervision

Landscape Painting Classes

Very special art-talented groups, devoting half the day to outdoor painting in Woodstock—half the day to real camp life.

Illustrated booklet on request

Director: B. GANZ, 1026 Hoe Avenue, New York City

Boys and Girls — *Nursery Age to College*

The Walden School

In this modern school children create for themselves a varied and colorful world and develop knowledge and initiative through their own eager interest.

Write for Booklet: **34 WEST 68th STREET, NEW YORK**

Keep In Touch

With Events in the New York Public Schools and Parents' Associations—Week by Week

in

THE SCHOOL PARENT

$1.00 A Year

UNITED PARENTS' ASSOCIATIONS
of GREATER NEW YORK SCHOOLS
152 West 42nd Street, New York City

United Parents' Associations,
152 West 42nd Street, N. Y. C.

Please send me *The School Parent* for one year for which I enclose subscription price of One Dollar ($1.00).

Name .....

Address .....

.....

Housatonic Camp

Foot Hills of the Berkshires

Canaan, Conn.

Eighth Season

Boys and Girls

6 to 12 Years

The Cave at Twin Lakes Beckons
Mt. Canaan offers New Trails
Mt. Everett challenges the strongest
Printing, Drawing, Modeling in the Shop
Tree Dwellings and Scenic Railway
Two-day Canoe Trip
Sleeping in the Dark Forest on hills
Sleeping under the Open Sky
Comparative Study of Ancient Man
Fixing up the old Sail Boat
Fish and Turtles in the River, "Catch them."

Open June 16 to September 15

LAURA B. GARRETT, *Member*
National Camp Directors' Association,
3941 Carolin Street
Sunnyside, Long Island City, N. Y.
Phone: Stillwell 7688

BOOK REVIEWS

Fatigue in Children

"The Tired Child." By Max Seham, M.D., and Grete Seham, Ph.D. J. B. Lippincott Co., 1926. 342 pages. Illustrated. $2.00.

THE tired child, son or daughter of the tired parent who "almost invariably raises tired children" is held up in this useful survey by Max and Grete Seham for close and careful study. Opening with a chapter entitled, "The Normal Child," the authors at once admit the tenuousness of any definition of the term "normal." They do, however, declare that, "The child who cannot stand the ordinary strain of every-day life, who complains about being tired after the slightest exertion, fails in the final test of normality, in the ability to work."

They then proceed to show the importance of recognizing the signs of fatigue, the conditions and factors that are responsible for it, and the means of preventing and managing it in the child. Declaring that "the more one studies fatigue in children the more clearly stands out the part the emotional life plays in the causation of chronic subefficiency," the authors conclude that "children today are suffering from an excess of emotionalism."

Consistent with their recognition of the subtle and interacting forces that must be considered in dealing with the tired child is the authors' emphasis on the necessity of viewing the child as a whole and of directing treatment and correction of any defect from this broad view.

The organization of existing material to give point and emphasis to the importance for recognizing and preventing fatigue which is "all the more dangerous because not so readily discernible" makes the volume decidedly useful to parent or teacher. Written in clear and unpretentious style, the value of the book is further augmented by practical, suggestive schedules for sleeping, eating, etc., charts for determining relative height, weight, etc., graphic illustrations, and an exhaustive bibliography at the end of each chapter.

"The Tired Child" would seem to merit the claim made for it by Dr. Isaac Abt in the Foreword: that "it should have an important place on the shelves of those who are interested in the pedagogic as well as the medical care of the infant and the child."

V. MacM. C.

A Curriculum for the Backward Child

"Teaching Dull and Retarded Children." By Annie Dolman Inskeep, Ph.D. The Macmillan Company, 1926. $2.00.

FROM the vantage point of the lecture platform and years of classroom experience, Dr. Inskeep writes a scholarly and scientific yet essentially practical book on the training of dull and retarded children. The approach to these children and the method of teaching is, of course, quite different from what it would be with normal children, though the author emphasizes the point that "it is the same goal by which, consciously or unconsciously, every school system in a democracy is measured,—the training of self-controlled, self-supporting citizens."

The various subjects desirable for the curriculum are discussed. To enrich the academic program, the author suggests the addition of games, dancing, handiwork, music and art,

domestic science, civics and health. She analyzes the steps necessary for teaching each of these subjects to retarded children, using the project method throughout.

Dr. Inskeep develops her ideas in a clear, lucid manner, and one feels the force of great insight and broad experience behind her authoritative conclusions. Her book is primarily a textbook for teachers of retarded children. It contains much solid matter and is psychologically and pedagogically valid. Each chapter ends with a series of questions for the student and an excellent bibliography. H. C. A.

Children's Drawings Test Intelligence

"Measurement of Intelligence by Drawings." By Florence L. Goodenough, Institute of Child Welfare, University of Minnesota. In Measurement and Adjustment Series, edited by Lewis M. Terman. World Book Company, 1926. 177 pages. $1.80.

WHILE there have been many investigations of the drawings of young children, this is the first to develop a serviceable measure of mental ability by making a minute analysis of small differences and by treating objective data quantitatively. Through her extended experimental study of the intellectual factors involved in the spontaneous drawings of children, Dr. Goodenough has evolved a method of scoring which offers a means of measuring intelligence according to characteristic differences in the drawing of a man.

Being non-verbal, the test is particularly suited to the study of the mental ability of deaf children and of children from foreign homes. Another of its advantages is that a whole class can be examined in about ten minutes. The author places the validity and reliability of her test about equal to most primary group tests. She stresses also the fact that the results are uninfluenced by the ordinary type of art instruction.

Anyone attempting to use the test must necessarily give careful study to this book, but in order that the test may be administered most readily the publishers issue separately the "Goodenough Intelligence Test"—a set of "Children's Drawing Sheets," with key and mental age equivalents of scores.

Dr. Goodenough has illuminated a part of the field of measurement about which little has been known quantitatively before, and her book provides a convenient and economical test of practical value to educators and psychologists. It should prove a ready instrument for use in kindergartens and in the first two or three grades. GEORG PETZ PAPP,

Director of Art, Brooklyn Ethical Culture School.

Suggested Reading in Recent Magazines

This listing of current periodical literature has been extended to include a wider range of material which may serve as additional reading in connection with specific topics in child study group work and other special uses.

"An Analysis of Problems in a Study of School Failure." By A. O. Heck. Education Research Bulletin, March 2, 1927.

The writer points out the defects of certain procedure in such a study and recommends as an approach the statistical and case-study methods. The causes of failure are discussed under four headings: failure due to the child, to the teacher, to the school and to the out-of-school environment.

"Child Guidance Clinics." By Sanger Brown, 2nd. Hospital Social Service, February, 1927.

The author outlines the need, the function and development of the Child Guidance Clinics.

CAMP HIAWATHA

For Girls

CORNISH, MAINE

Nature Lore, Music, Dancing, Arts and Crafts, and Dramatics, intimately linked with vigorous sports on land and water, under the expert direction of qualified leaders, supplemented by healthy and regular living in the closest contact with nature, to stimulate the development of an integrated personality.

THE STATE OF MAINE BOARD OF HEALTH IN AWARDING AN A RATING TO CAMP HIAWATHA COMMENTS FAVORABLY ON THESE FACTORS OF HEALTH:

"milk from tuberculin-tested cows; drinking water, no pollution; no surface drainage; bubble fountains; flush toilets; septic tanks; isolated infirmary; physician in attendance; trained nurse on premises; all buildings screened, including tents; excellent broad gravelled plain."

300 acres of wooded country to insure complete privacy.

Membership Strictly Limited to 60 Girls.

LUCILE R. RYTTENBERG

5 WEST 65th STREET, NEW YORK CITY

Trafalgar 9897

CAMP FEROSDEL

In the Berkshires

WEST COPAKE, NEW YORK

Offers an interesting vacation for boys and girls

Circular and information on request.

Directors, Theresa Raabe, Masha Palley Sadoff
Rebecca Lifshutz

CAMP FEROSDEL

593 Montgomery St., Brooklyn, New York

Slocum 3913—Slocum 2154

Camp Weyou - Wega

For Girls

Little Bear Lake, Hartford, Maine

Trips to mountain and sea. Canoeing, boating, swimming, sandy beach. Sports, natural dancing, dramatics, handicrafts, horseback riding. TUTORING FREE. Staff of college women. Separate accommodations for older girls. Write for booklet.

EMMA GRAUMAN

7 West 92nd Street, New York City.

Schuyler 8309

WAZIYATAH

Harrison, Maine

A modern camp in every sense

For girls: 10 to 16

Co-educational unit for boys and girls: 6 to 10

Individual talents and capacities have every chance for expression in an atmosphere that gives life and vitality to the newer ideas as summed up in *progressive education.*

A diversified and flexible program includes:
Water sports, land sports, motor and canoe trips, hikes, mountain climbing, camp cookery, fencing, archery, horseback riding.

No Extras. Fee covers every activity.

For illustrated booklet or interview write or phone

MISS AMY E. FAULKNER
New Weston Hotel
Madison Avenue at 49th Street New York City
Telephone Plaza 0590

MRS. BERTHA S. GRUENBERG
227 West Hortter Street
Germantown, Philadelphia Pennsylvania
Telephone Germantown 8077

"Choosing the School." By Eva v B. Hansl. Children, March, 1927.

The choice of a school rests with parents, and should be based on an understanding of the needs of the particular child as well as on a study of the school which is to meet these needs.

"Danger! Children Preferred." By Arnold Gesell, Liberty, March 26, 1927.

A graphic discussion, with statistics, of children's street accidents through automobile traffic. Constructive advice is offered, stressing the need for a basic kind of caution leading to self-dependence.

"Home Plants." Cornell Rural Leaflets, January, 1927. A suggestive pamphlet on early spring planting for parent, teacher and child.

"Importance of Obtaining Parental Cooperation." By A. Douglas Thom. Child Welfare League of America. February 15, 1927.

The author stresses the importance of recognition by the parents of the relative values in family situations—the need for solving their own emotional upsets.

"Jimmie Goes to Sunday School." By Charles Haven Myers. Scribners, February, 1927.

A popular article on religious and moral training showing the importance of choosing carefully the Sunday School material which is to have a moral influence on the child.

"Points on Child Behavior." By Lawson G. Lowrey. The Health Bulletin, January, 1927. (Reprint—Mind and Body, March, 1927.)

This article stimulates the parent to see himself as a factor in his child's behavior. Nervousness, disobedience, temper tantrums, dishonesty and fear are discussed.

"The Psychological Principles of Infant Analysis." By Melane Klein. The International Journal of Psychoanalysis, January, 1927.

The differences between the mental life of young children and that of adults require a technique adapted to the mind of the young child. This consists of an analysis of their play.

"The Revolt of Modern Youth." By Henry Neumann. The Standard, February, 1927.

Comments on Judge Lindsay's recent book of that name; offers an exposition of the conditions in which youth finds himself today; and suggests a constructive approach based on standards of individual and social development.

"What to Do when Your Child Is Afraid." By Beatrice Black. Children, March, 1927.

An interview with Dr. John B. Watson. A simple explanation of the reconditioning process.

Locating the Cause of the Difficulty

(*Continued on page* 11)

Any normal child who is in good health will eat proper food if it is presented with regularity, unless there is some emotional reason for his not doing so. A satisfactory adjustment of the whole situation is possible only when the real source of the difficulty is located and the necessary change effected.

LOCHEARN CAMP FOR GIRLS

On Fairlee Lake, Vt.

Three Camps. 11th Season Junior Senior Clan
Horseback Riding. All Land and Water Sports
Experienced Councilors.
Trips to White and Green Mountains.
Illustrated Booklet on Request
MR. and MRS. F. M. CHUBB, Mt. Washington, Md.

McBurney School

A day preparatory school for boys with an activity program planned to meet the needs of the individual.

THOMAS HEMENWAY, *Headmaster*
West Side Y. M. C. A. 318 W. 57th St.
New York City.

WILLIAM FICHANDLER
Piano Instruction
Studio: 310 West 97th Street, New York
Telephone: RIVERSIDE 3729
The requirements of the individual carefully studied.

THE LOUISE WEIGESTER SCHOOL
for the
TRAINING OF CHILDREN'S VOICES.
Established for the purpose of preserving the child voice before it has been impaired by improper use.
"Singing is the foundation of all music."—Wagner.
Write for booklet 862 Carnegie Hall
Interviews by appointment New York

LOVEJOY FARM

The College Girls' Camp
on Lake McGrath, Oakland, Maine

Under the management of Camp Arden for Girls
Personal direction of
Mrs. Marian Berry Handwerg,
Wellesley College, Physical Education 1916

Equipment: New England farm-house, library, screened dining-porch overlooking lake, sleeping-tents, modern plumbing.

Activities: Swimming, boating, tennis, horseback riding, feature trips to White Mountains, Lafayette National Park, etc. Horse hikes and canoe trips. Organized discussion group.

Limited Enrollment: The group will be limited to young women who can contribute to an intimate comradeship based on the idea of "plain living and high thinking."

Applicants must be college girls or high-school graduates

Reservations:
July, $200; August, $250; Season, $450
Preference given to reservations for the full season

Address: CHESTER JACOB TELLER, *Director*
15 East 10th Street, New York, N. Y.

Member Camp Directors' Association

Established 1905

CAMP EAGLE POINT

Stinson Lake, Rumney, N. H.

A Mountain Camp for Girls 2000 ft. above the Sea.

MR. AND MRS. AARON L. RICHMAN,
Directors

Location: Located in one of the most beautiful spots of the White Mountains.

Equipment: Cabins equipped with electric lights and running water; modern plumbing, hot and cold baths, etc.

Activities: Dramatics, Classical Dancing, Arts and Crafts, Nature Study, Horseback Riding, All Land and Water Sports, Mountain Hikes, etc.

Ages: Girls 6 years up.

Limited enrollment.

For information and booklets write

MR. A. L. RICHMAN,
10308 Adams Ave. Cleveland, O.

Brother Camp

CAMP STINSON *for* BOYS

Stinson Lake, Rumney, N. H.

Two and one-half miles from sister camp on same lake.

BENNIE FRIEDMAN, *Director of Activities*

Boys 6 years up

Cabins, modern equipment.

Manual Training, Nature Study, Horseback Riding, All Land and Water Sports, Mountain Hikes, Dramatics, etc.

Limited enrollment.

For information and booklets write

MR. A. L. RICHMAN,
10308 Adams Ave. Cleveland, O.

How this Diploma Helps You Select the Finest Children's Reference Work

The Official Medal of Honor

This is the official Medal of Honor which was conferred as shown in the Diploma.

Then, as if the Jury felt that even this was not sufficient recognition (to give Compton's the highest award in its class), it ALSO gave the four editors of Compton's individual Medals of Honor for their own personal service in directing the building of this great work.

THIS is the Diploma which conferred upon Compton's Pictured Encyclopedia the highest award given in its class (Reference Works for Children)—*The Medal of Honor.* The Sesqui-Centennial was the first great international exposition in which Compton's had ever competed. This New Kind of Encyclopedia is not old enough ever to have competed with other older works which also sought the highest award.

COMPTON'S PICTURED ENCYCLOPEDIA

In this supreme test of merit, Compton's went through as grilling a test as any product could be put through. Surely when this International Jury has awarded the highest prize in its class to a work not yet five years old there must be some big idea behind Compton's. Let us tell you what Compton's can do for *your* child. This little coupon below will bring you the full facts.

F. E. Compton & Co.
19 West 44th St., New York City

Gentlemen:

Please send me at once, without obligation, full facts about Compton's Pictured Encyclopedia.

Name.....

Address.....

City..... *State*.....

27—4